



# Ms. Hemminger's Lesson Plans

March 11- 15, 2024

## Ms. Hemminger's Schedule:

7:45 - 8:15 Resource/Intervention/ Test Make-Ups (Pull 5th-6th as needed to work on skills and assignments)  
8:15-9:30 5th ELA Mrs. Gindlesperger's Room (Assist the teacher, modify and adapt assignments for my students)  
9:30-9:45 Intervention (Work with student on math skills and IEP goals)  
9:45-10:45 6th ELA Pull Out (See Lesson Plans)  
10:45-11:15 6th DI (See Lesson Plans)  
11:45-12:15 Prep  
12:15-12:45 Lunch  
12:45-1:20 Pull Make Up Work/ Testing Students or Week 2 Recess Duty  
1:20-2:00 5th Science Mrs. Sembower's Room (Assist the teacher, modify and adapt assignments for my students)  
2:00-2:45 Progress Monitoring/Intervention (Pull 5th-6th as needed to work on skills and assignments)  
2:45-3:15 Prep

## Upcoming Events:

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- **March 15th: 6th Grade "The Pot That Juan Built" Test**
- **March 14th: 5th and 6th Grade Spelling Test**

# Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 3/11/24</p> <p>Day 1</p> <p>Halverson-Group 2 Hemminger Group 1</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> <li>The students will be able to identify tone in a passage.</li> <li>The students will be able to sequence events from the story.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Finish reading Chapter 1 of "The Lightning Thief" pg. 10-15. Have the students follow along as you read.</li> <li>Complete the Reading/Writing Companion Unit 3-4 pg. 41-43 as a whole group.</li> <li>Review the new vocabulary words abundant, impoverished, productivity, ingenuity, sharecropper, solitude, unearthed, and windswept by having the students get out their vocab flashcards putting the word up on their desk, read a definition, and have the students show you the correct word for the definition that you read.</li> <li>Complete one of the spelling menu items for homework.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 7 Teacher Manual pg. 53-58 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 41 Teacher Manual pg. 277-282 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Tuesday 3/12/24</p> <p>Day 2</p> <p>Halverson-Group 1 Hemminger Group 2</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> <li>The students will be able to sequence events from the story.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Check the students spelling menu homework assignment.</li> <li>Review the new vocabulary words abundant, impoverished, productivity, ingenuity, sharecropper, solitude, unearthed, and windswept by completing the activity on the Wonders site individually.</li> <li>Start reading "The Pot That Juan Built" in the hardcover reading book pg. 196-201 answering the questions in the teacher manual margin as you read.</li> <li>Complete one of the spelling menu items for homework.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 8 Teacher Manual pg. 59-64 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 42 Teacher Manual pg. 283-287 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>



Day	6th Grade Reading	DI
<p>Wednesday 3/13/24</p> <p>Day 3 Halverson-Group 2 Hemminger Group 1</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> <li>The students will be able to identify tone in a passage.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Check the students spelling menu homework assignment.</li> <li>Review the new vocabulary words abundant, impoverished, productivity, ingenuity, sharecropper, solitude, unearthed, and windswept by having the students get out their vocab flashcards putting the word up on their desk, read a definition, and have the students show you the correct word for the definition that you read.</li> <li>Finish reading "The Pot That Juan Built" in the hardcover reading book pg. 202-207 answering the questions in the teacher manual margin as you read.</li> <li>Complete one of the spelling menu items for homework.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 9 Teacher Manual pg. 65-69 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 43 Teacher Manual pg. 288-292 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Thursday 3/14/24</p> <p>Day 4</p> <p>Halverson-Group 1 Hemminger Group 2</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Check the students spelling menu homework assignment.</li> <li><b>Take the Unit 3 Week 4 Spelling Test</b></li> <li>Review the new vocabulary words abundant, impoverished, productivity, ingenuity, sharecropper, solitude, unearthed, and windswept by having the students get out their vocab flashcards putting the word up on their desk, read a definition, and have the students show you the correct word for the definition that you read.</li> <li>Read Chapter 2 "The Lightning Thief" pg. 16-28 aloud. Have the students follow along as you read.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 10 Teacher Manual pg. 70-75 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 44 Teacher Manual pg. 293-298 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on their spelling words or problem of the week.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>



**PLANS**

Day	6th Grade Reading	DI
<p>Friday 3/15/24</p> <p>Day 5</p> <p>Halverson-Group 2 Hemminger Group 1</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Pass out the new spelling list Unit 3 Week 5.</li> <li><b>Take "The Pot That Juan Built" Test.</b></li> <li>Complete "The Lightning Thief" activity on Mrs. Mumau's ELA Google Classroom.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b> Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Mastery Test 1 Teacher Manual pg. 76-77 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 45 Teacher Manual pg. 299-304 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> <li>Follow IEPs</li> <li>Differentiated group work</li> <li>Preferential seating</li> <li>Opportunities for enrichment</li> <li>Challenge work</li> </ul>	

